

English, Grade 9 Applied ENG1P	
Lesson 2: Varying Perspectives of Wants and Needs	
<p>Connections to Financial Literacy</p> <p>Students will be working towards improving their understanding of a variety of text forms and how to use these texts to determine importance and develop personal points of view. The questions they will be exploring are “What does it mean to have wants and needs? How is wealth and success perceived around the world? and the big question, Do you have everything you need?” Through the exploration of graphs, maps, charts, essays, songs, poems and traditional text forms, students will develop their interpretation of wealth and success and reconsider their concept of wants and needs.</p>	<p>Text Forms Explored in Lesson</p> <p>Informational Text News report</p> <p>Text Forms Created in Lesson</p> <p>Questions (which are shared orally with peers)</p> <p>EXIT slips (personal reflection)</p>
Curriculum Expectations	
ORAL COMMUNICATION	
Overall Expectations: By the end of this course students will:	Specific Expectations:
<p>1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p>	<p>Purpose 1.1 identify the purpose of a few different listening tasks</p> <p>Using Active Listening Strategies 1.2 identify and use a few different active listening strategies when participating in classroom interactions</p>
<p>2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<p>Purpose 2.1 communicate orally for a few different purposes and audiences</p> <p>Clarity and Coherence 2.3 communicate in a clear, coherent manner for a few different purposes</p> <p>Diction and Devices 2.4 use appropriate words, phrases, and terminology, and a few different stylistic devices, to communicate their meaning clearly to their intended audience</p>

READING AND LITERATURE STUDIES	
Overall Expectations:	
By the end of this course students will:	Specific Expectations:
1. Reading for Meaning: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning	Variety of Texts 1.1 read a few different short, contemporary, student- and teacher-selected texts from diverse cultures, identifying purposes for reading Using Reading Comprehension Strategies 1.2 identify and use a few different reading comprehension strategies before, during, and after reading to understand simple texts and some teacher-selected complex texts Demonstrating Understanding of Content 1.3 identify the important ideas and supporting details in a few different types of texts (e.g., illustrate the conflict in a story using a Making Inferences 1.4 make inferences about simple texts and some teacher-selected complex texts, using stated and implied ideas from the texts Extending Understanding of Texts 1.5 extend understanding of simple texts and some teacher-selected complex texts by making basic connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them Analysing Texts 1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements Evaluating Texts 1.7 evaluate the effectiveness of simple texts and some teacher-selected complex texts, using evidence from the text to support their opinions Critical Literacy 1.8 identify the perspectives and/or biases evident in simple texts and some teacher-selected complex texts and comment on any questions they may raise about beliefs, values, and identity
2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning	Text Forms 2.1 identify a few different characteristics of informational, literary, and graphic text forms and explain how they help communicate meaning Text Features 2.2 identify a few different text features and explain how they help communicate meaning Elements of Style 2.3 identify a few different elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the text
3. Reading With Fluency: use knowledge of	Reading Familiar Words

words and cueing systems to read fluently	3.1 automatically understand most words in classroom and everyday reading contexts Reading Unfamiliar Words 3.2 use a few different decoding strategies to read and understand unfamiliar words
4. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading	Metacognition 4.1 describe a few different strategies they used before, during, and after reading; explain which ones they found most helpful; and identify steps they can take to improve as readers Interconnected Skills 4.2 identify a few different skills in listening, speaking, writing, viewing, and representing that help them read more effectively
WRITING	
Overall Expectations: By the end of this course students will:	Specific Expectations:
1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience	Identifying Topic, Purpose, and Audience 1.1 identify the topic, purpose, and audience for a few different types of writing tasks
2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience	Form 2.1 write for different purposes and audiences using a few different informational, graphic, and literary forms Voice 2.2 establish an identifiable voice in their writing, modifying language and tone to suit the form, audience, and purpose for writing

Learning Goals

At the end of this lesson, students will know, understand and/or be able to...

- Identify a variety of before, during and after reading strategies
- See how setting a purpose for reading helps with text comprehension
- Use knowledge of text forms and purposes to determine which reading strategies are most effective for comprehending the text

Instructional Components and Context

Readiness & Instructional Strategies	Terminology	Materials
<i>This part of the lesson can take 3 to 5 days. Teachers will need to use their professional judgment to make decisions about which parts of this lesson can be addressed in any given day. Make sure to revisit key</i>	Terminology Skim and scan Preview Predict	Materials Minds On <ul style="list-style-type: none"> • Grade 9 BLM 2-1: Anticipation Guide

learning from previous lesson segment at the start of each new segment of the lesson.

The goal is to use a variety of texts to further explore and deepen students' understanding around the concept of "Needs" and "Wants".

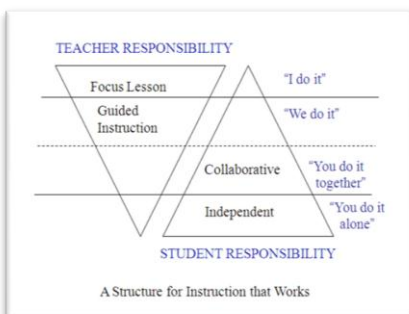
Readiness

Students should be familiar with the reading strategies outlined in the Think Literacy documents.

(See **Appendix 9-1 Think Literacy Reading Strategies**, pp. 92-103)



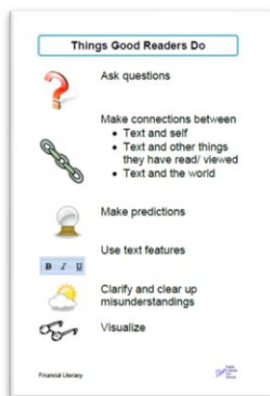
This lesson is built around Gradual Release of Responsibility – In GRR, four things should happen in every lesson, every day. These four things can happen in any order:



Quality Indicator 1-

Complexity of Task: *The task is a novel application of a grade-level appropriate concept and is designed so that the outcome is*

A version of this, **Grade 9: Handout 2-3 - Things Good Readers Do**, is included as a resource with this lesson plan; it includes stem starters which students might use as they become familiar with these reading strategies.



This handout is adapted from the book *When Kids Can't Read: What Teachers Can Do*, by Kyrene Beers which says good readers do the following:

- They recognize that reading is done for a *purpose*, to get meaning, and that this involves the reader actively participating.
- They use a variety of comprehension strategies such as predicting, summarizing, questioning and visualizing the text.
- They make inferences about the text.
- They use prior knowledge about their lives and their world to inform their understanding of a text.
- They monitor their understanding of a text, identify what is challenging, and have strategies to improve their understanding.
- They evaluate their enjoyment of a text and why it did or did not appeal to them.
- They know many vocabulary words and how to use the context, word parts, and roots to help understand new words.
- They recognize most words automatically, read fluently, vary

Action

- Think Literacy Reading Strategy Posters
- Grade 9: Handout 2-3 - Things Good Readers Do
- Small index cards or medium sized Post it notes
- Small Post it notes
- Grade 9 Handout 2-1: Informational Text- Seeking Upward Mobility
- Grade 9 Handout 2-2: Informational Text-Lottery Winner Paid Big Price

Consolidation

- Grade 9: Handout 2-4 Exit Slip

<p><i>not guaranteed (a chance for productive failure exists).</i></p> <p>Quality Indicator 2 - Joint attention to tasks or materials <i>Students are interacting with one another to build each other's knowledge. Outward indicators include body language and movement associated with meaningful conversations, and shared visual gaze on materials.</i></p> <p>Quality Indicator 3 - Argumentation not arguing: <i>Student use accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.</i></p> <p>Quality Indicator 4 - Language support: <i>Written, verbal, teacher, and peer supports are available to boost academic language usage.</i></p> <p>Quality Indicator 5 - Grouping: <i>Small groups of 2-5 students are purposefully constructed to maximize individual strengths without magnifying areas of needs (heterogeneous grouping).</i></p> <p>Quality Indicator 6 - Teacher role: <i>What the teacher is doing while productive group work is occurring – monitoring comprehension and application.</i></p> <p>Sources: <i>Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility by Douglas Fisher and Nancy Frey</i> http://www.fisherandfrey.com/</p>	<p>their reading rate, and “hear” the text as they read.</p>	
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Minds On

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

Lesson Description

Notes to teacher:

Day 1

The teacher will post a purpose statement for the lesson and direct the class attention to it:

See how setting a purpose for reading before beginning a text makes it easier for us to focus our attention and understand what we are reading.

See how cueing memory with visual icons which represent a specific strategy will help us remember the "Things Good Readers Do"

To continue formulating an answer to the Big Question in this unit:

Do you
have everything
you need?

- The teacher provides each student with a copy of **Grade 9 BLM 2-1: Anticipation Guide** and asks students to read the statements and check off a response for each statement on the left hand side of the page. Students are asked to hold on to the anticipation guide so that they can respond again after reading the texts for the lesson.

Grade 9 BLM 2-1: Anticipation Guide

Anticipation Guide

Before we begin this unit, you need to think about what you already know and decide what you want to learn. Read the statements and check off your response.

Left Right

Statement	Yes	No
1. I have a purpose for reading.		
2. I have a strategy for reading.		
3. I can find the main idea of a text.		
4. I can find the supporting details of a text.		
5. I can find the author's purpose for writing.		
6. I can find the author's point of view.		
7. I can find the author's tone.		
8. I can find the author's style.		
9. I can find the author's audience.		
10. I can find the author's message.		
11. I can find the author's purpose.		
12. I can find the author's point of view.		
13. I can find the author's tone.		
14. I can find the author's style.		
15. I can find the author's audience.		
16. I can find the author's message.		
17. I can find the author's purpose.		
18. I can find the author's point of view.		
19. I can find the author's tone.		
20. I can find the author's style.		
21. I can find the author's audience.		
22. I can find the author's message.		
23. I can find the author's purpose.		
24. I can find the author's point of view.		
25. I can find the author's tone.		
26. I can find the author's style.		
27. I can find the author's audience.		
28. I can find the author's message.		
29. I can find the author's purpose.		
30. I can find the author's point of view.		

The classroom should already have the bulletin board prepared with the question, "Do you have everything you need?" and a clearly marked horizontal middle line. The words, *want* and *need* should appear above and below the line.

Sample Bulletin Board

Various Resources

Yes

Do you have everything you need?

No

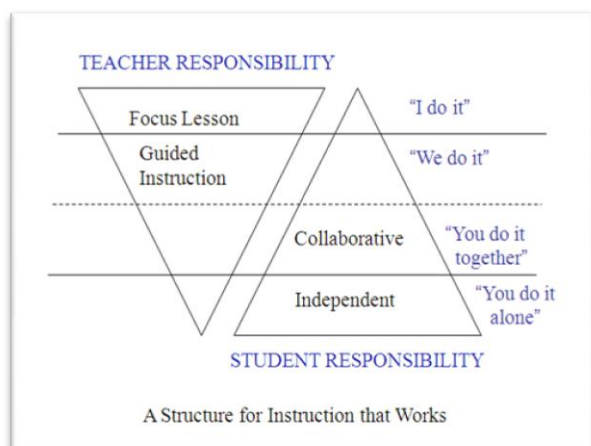
Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided → independent)

Lesson Description

Notes to teacher:

Reading a Text – Gradual Release of Responsibility Model



Assessment for learning

As students generate their lists of “things good readers do”, the teacher should circulate to observe which students are able to articulate reading strategies. S/he should also note if there are gaps in prior knowledge of students in the class in order to supplement instruction, modeling, and practice around “things good readers do”.

Focus Lesson

Activating Prior Knowledge

- Provide each student with an index card or Post it Note on which to jot down their ideas. The teacher will ask students to think on their own first, and then to share with a peer a response to this question:
What are the things that good readers do before and during reading texts to make meaning of what they are reading?
- The teacher has students share their list and then compare the ideas they generated with the ideas identified in the Think Literacy posters.
- The teacher will guide the class through an overview of the Think Literacy reading strategies that the class will continue to practice and apply as the semester progresses. Students will receive a copy of **Grade 9:**

Handout 2-3 - Things Good Readers Do to use throughout the semester.

- The teacher tells student that they are going to practice some of the things that good readers when they are trying to understand a text. Specifically they are going to ask questions before they begin reading the text, and by doing this, they are setting a purpose for reading (i.e. to find answers to their questions).
- Teacher asks students to take a few minutes to skim and scan the text and to develop three questions they would like to find answers to as they read the text.
- Have students share the questions they formulated with one or two other students. The teacher may wish to have these small groups of students select the one or two questions that they felt were the best questions to share with the rest of the class.

Guided Instruction

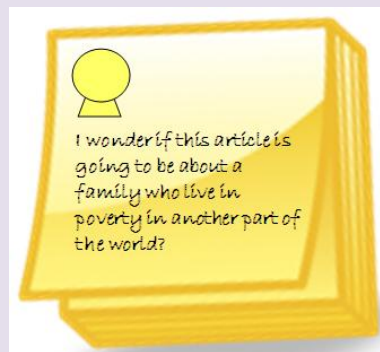
- At this point, the teacher tells students that s/he will model asking questions as a pre-reading strategy and how to code the text with icons with "Seeking upward mobility on India's 'trash mountain'" (**Grade 9 Handout 2-1: Informational Text- Seeking Upward Mobility**) the students will read another text independently. Teacher models thinking, using Read Aloud strategy, for image, title, and paragraph 1.

Collaborative Learning

- Continue to read the text to students stopping after paragraphs 2, 3, 5, Have students do one of the "Things Good Readers Do". Ask students to draw the icon on a Post it and jot down the thought that is in their head at that point. Have students place the Post it on the text at the place where they stopped reading.

The teacher models thinking, using a Read Aloud Strategy, of what s/he would write (icon and thought) on a Post it note, and where s/he would place it on the text.

Example:



AL Assessment for learning

Having students formulate questions in this way before reading a text helps readers to focus their attention during reading. **Do not** have the students respond to the questions in writing after they read. The goal of this activity is to help show students how much easier it is to navigate a text when the reader has a purpose. It should not be used as a way to hold students accountable for their learning. Instead, use a structure such as Think Pair Share as a way to allow students to think about what they have learned. As students share what they have learned, the teacher can listen to conversations to see if all students are using the strategy effectively.

- Ask students to share their notations with an elbow partner, and then to join another partnership to make a group of four.
- Ask groups to share one similarity or difference they saw in the things they were doing.

Independent

On their own, students continue to read and stop after paragraphs 9, 14 and 19 (make the gaps increasingly larger) to do one of the things good readers do. Ask students to try one of the strategies they did not try in the first part of the article.

- Teacher collects students' copies of the article with the Post it Notes attached.

Day 2

Independent

- Students reflect on the “Things Good Readers Do” strategies they tried on the previous day, and record a response to this question in a learning journal :
When I consider the “Things Good Readers Do”, I find it easiest to...
One thing I would like to do better is...

Focus Lesson

- Teacher provides students examples of effective things students did when they were doing the “Things Good Readers Do”, including things that were commonly done and things that were done by a few people.

Guided Instruction

- Teacher models one of the “Things Good Readers Do” that students may not have tried.

A for L Assessment for learning

Collect the articles with post it notes to see which reading strategies students are using and to determine which strategies might need more instruction to help students gain confidence using them.

A for L Assessment for learning

Teacher will review student work to see if students are using a variety and appropriate “Things Good Readers Do” and whether there are things which students have not tried that would have been effective.

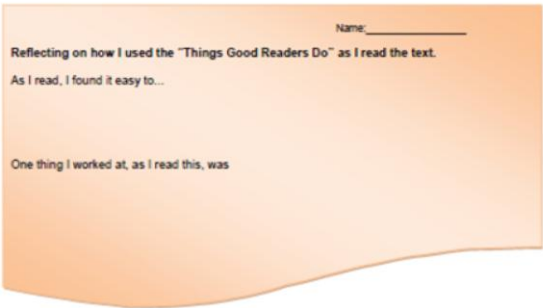
(e.g. making a connection)

Collaborative Learning

- With an elbow partner, students try to use the same reading strategy the teacher modeled as they read the first five or six paragraphs of the text "Lottery winner Craig Henshaw paid a big price for his millions" (**Grade 9 Handout 2-2: Informational Text-Lottery Winner Paid Big Price**)

Independent

- Students finish reading the text independently, showing their thinking on post it notes as they read.
- Students submit text with Post it Notes plus one of the completed Exit Slips (**Grade 9: Handout 2-4 Exit Slip**)

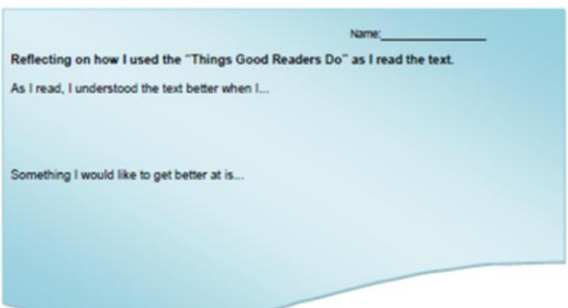


Name: _____

Reflecting on how I used the "Things Good Readers Do" as I read the text.

As I read, I found it easy to...

One thing I worked at, as I read this, was



Name: _____

Reflecting on how I used the "Things Good Readers Do" as I read the text.

As I read, I understood the text better when I...

Something I would like to get better at is...

Teaching Emphasis - It is important to note that the teaching emphasis should be informed by the students' observations/learning. The following are examples of possible emphases that address these learning goal(s):

- Being a "Good Reader" takes time and it helps readers to have a variety of strategies for reading in their personal toolkit;
- By deliberately practicing the things that good readers do, it is easier for readers to navigate texts which seem difficult at first;

Over time, selecting effective reading strategies and doing the "Things Good Readers Do" becomes more natural.



Differentiated Assessment

Providing students with a choice of EXIT slips will help them to gain a better picture the purpose of assessment – to provide feedback in order to move learning forward. This EXIT slip also supports development of Metacognition, a crucial component of learning through the English Curriculum.

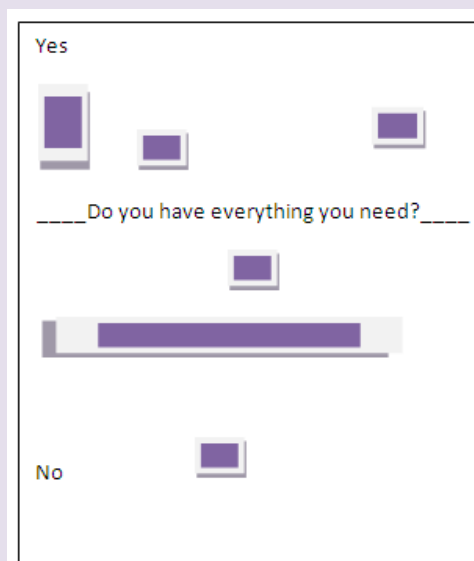
In addition to providing more than one EXIT slip for the students to choose from, the teacher could allow students to create their own prompts based on one thing they believe is a **strength** for them and one which is a **stretch**.

Consolidation

- ♦ Providing opportunities for consolidation and reflection
 - ♦ Helping students demonstrate what they have learned
- Components of Consolidation:
- discussion of student work
 - teaching emphasis

Bulletin Board

- Ask students to select, with a partner, one of the two texts. Ask them to decide, based on one of the perspectives shown in the text, where they think that person would say they fall on the continuum created on the bulletin board and why. Record thinking on a small index card or a medium sized Post it Note.
- Have some of the pairs share their thinking and then as a class determine where to post the texts on the continuum along with some post it notes/ index cards reflecting the groups' thinking.
- Students complete the right hand side of the **Grade 9 BLM 2-1: Anticipation Guide**



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